

Organisation name	Oxford Business College
Inspection date	30 April – 1 May 2019

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	N/a

Recommendation
We recommend accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in M17 and M18 have been addressed.

Summary statement

The British Council inspected and accredited Oxford Business College in April 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this private college of higher education offers courses in general English for adults (18+).

The inspection report noted a need for improvement in the area of publicity.

The inspection report stated that the organisation met the standards of the Scheme.

Introduction

Oxford Business College (OBC) was established in 1985, originally as a secretarial college, and developed into the first independent college in Oxford offering business courses. The college offers foundations in business, law and engineering as preparatory courses for international students going on to a UK degree. Its core activity now is providing higher national certificate and higher national diploma (levels 4 and 5) BTEC qualifications in business. Students can then progress to partner universities for the final year of the universities' degree courses. OBC has submitted an application to the Office for Students (OfS) in the approved fee cap category and is awaiting the outcome. It is reviewed by the Quality Assurance Agency, which enables it to sponsor its international students for Tier 4 visas and also to arrange for student loans for its UK and EU students. At present the college has about 80 full-time students enrolled on its business courses and about ten non-ELT subject tutors.

For more than 20 years OBC has been providing English language support classes for its business course students, typically with five hours per week of day-time classes. Since the start of 2019 it has also been offering general English evening classes to, initially, adults from outside the UK who are already settled and working in Oxford. The college plans to expand this provision, with courses in English for academic purposes, business English, English for aviation purposes, and one-to-one general and specialist English classes.

This inspection took two inspectors one and a half days and an evening. They interviewed the principal, the director of studies (DoS), the welfare officer & social programme co-ordinator, the admissions & accommodation officer and the ELT assistant. One inspector visited the residential accommodation offered by the college and the other was shown around the premises by the managing director. They held meetings with the ELT teachers and a group of evening class students. All six teachers timetabled during the inspection were observed.

Address of main site/head office

65 George Street, Oxford OX1 2BQ

Description of sites visited

Since 2006 the college has occupied the first and second floors of a period building in central Oxford. The first floor provides administrative and management offices and a staffroom and kitchen. On the second floor is a student common room/study area and six classrooms, three of which can be subdivided if necessary, with fitted sound-proof screens. There are female toilets on the first floor and male on the second. Entry from the street is controlled from reception by an entry phone and CCTV.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The OBC website offers English for academic purposes and English for specific purposes but no courses have yet been run. A single day-time one-to-one course was running in the week of the inspection.

Management profile

The college is headed by the managing director, who is also its head of admissions and marketing director. The principal reports to him and oversees both the higher education (HE) and the ELT provision. The day-to-day management of the ELT staff and courses is in the hands of the DoS, supported by the ELT assistant. The HE and ELT departments share the college administrative, marketing and student services.

Accommodation profile

Report expires 31 March 2024

The college offers accommodation in a student residence which is a 15-minute walk from the college. Ensuite rooms are available on three floors and there is a kitchen on each floor, shared by between six to eight students. Each kitchen has laundry facilities. Students are responsible for cleaning their own rooms; communal areas and kitchens are cleaned every day.

Thus far, no students on English language courses have opted for accommodation in the residence. There has also been no demand for homestay accommodation, but if there should be, the college would use the services of an Oxford-based accommodation agency.

Summary of inspection findings

Management

Overall the provision meets the section standard. The management of the college operates to the benefit of its students and in accordance with the provider's stated goals and values. The structure of the organisation is clear, communications at all levels are good, its processes and systems are regularly reviewed by its management and external bodies. Most aspects of student administration are carried out effectively. However, there is a need for improvement in the area of *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. An adequate and developing range of learning materials is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team is suitably qualified and experienced. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. In the main, courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Suitable accommodation is available if there should be demand in future. Some additional required information was added to the emergency response plan, risk assessments and the student handbook and these documents are now entirely satisfactory.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing	Strength

improvement. Appropriate action is taken and recorded in an annual self-evaluation.

Comments

M4 Formal and informal channels of communication at all levels are good and effective. There are regular meetings in the ELT department and of all the college tutors, and the ELT teachers praised the ready availability and helpfulness of the DoS.

M5 Students are invited to complete online satisfaction surveys halfway through and at the end of the ten-week terms, and the results are analysed. However, no initial feedback is collected. An initial feedback form was designed and introduced during the course of the inspection, so this is no longer a point to be addressed.

M7 The college reviews its performance effectively through self evaluations and has a strategic plan for 2019–20 which is shared with staff. It also has external audits of its systems, processes and practices conducted every year by the QAA and examination boards. An advisory board made up of the principal and four external advisors meets regularly to review operations and strategic reports.

Staff management and development

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.

Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Met

M11 There are effective induction procedures for all staff.

Met

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Met

M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.

Met

Comments

All criteria in this area are fully met.

Student administration

Met

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Met

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Not met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Not met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

Comments

M14 Staff are approachable and exceptionally helpful and supportive to students, dealing with individuals on a one-to-one basis. Student feedback on the helpfulness of staff is very positive.

M17 Comprehensive enrolment records were not easily accessible for the student enrolments sampled. No single source of information is maintained: some is recorded on paper and other information kept on a database.

M18 Some of the records sampled were incomplete. The name of the next of kin was not always recorded. A question about whether the emergency contact speaks English was added during the course of the inspection and that is no longer a point to be addressed.

Publicity

Need for improvement

M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The OBC website is the college's main medium of publicity. It describes its range of business and English language courses. Downloads of prospectuses for the college business and English language courses are available from the website and there are links to its social media presence.

M22 Because, apart from English language support for business course students, the college ELT provision is new, the number and range of courses offered in publicity suggests a larger provision than yet exists. At present, only general English is provided but the website also advertises business English, English for academic purposes, one-to-one English courses and English for aviation purposes. There is no statement explaining that these other courses would only be available on demand. Publicity also claims that the college provides for self study 'in our IT Suite/Student Resources Room' but there are almost no suitable self-study ELT materials yet available. Publicity may, therefore, give rise to unrealistic expectations.

M24 The minimum age is not stated for the one-to-one English and the language and executive development courses. The college showed evidence during the inspection that it had addressed this weakness but three days after the inspection the minimum age was still not stated.

M25 The college terms and conditions appear in a website section under 'Handbooks & Policies' and are expressed in language too difficult for lower-level students to understand. Therefore, the college requirements for deposits, payment of fees and its refund policy are neither easy to find nor clearly expressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises are well maintained and present a smart appearance. There was a major refurbishment in 2018 which included the installation of central air conditioning. Areas for students and staff to relax in are spacious and comfortable.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Not met

P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P10 Although the 2019–2020 ELT development plan specifies reviewing and developing online learning, the ELT learning materials available for independent learning in the 'IT Suite/Student Resource Room' are very limited. (See also comment under M22.)

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 The ELT assistant, who is TEFLI and may sometimes be required to provide cover, has no Level 6 qualification. She is due to complete one in 2020. A rationale for employment was accepted in the context of this inspection.
T2 A good proportion of the teachers at the time of the inspection were TEFLQ.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

All criteria in this area are fully met.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T13 Written course outlines and intended learning outcomes are at present not available to students. Weekly schemes of work are not easily accessible as they are neither posted nor available as planned on the online learning platform, which was not functioning at the time of inspection.

T15 Course designs and materials do not include guidance on systematically developing students' study and learning strategies.

T16 Although this criterion is met because of 'functional language' pages included in the coursebook series in use, measures to help students develop their language skills outside the classroom are limited.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 Teachers use unit tests from the coursebook to monitor students' progress effectively, but the tutorials planned to take place at half term are not yet being run.

Classroom observation record

Number of teachers seen	6
Number of observations	7
Parts of programme(s) observed	General English classes and a one-to-one lesson.

Comments

One teacher teaching a daytime one-to-one class with a focus on pronunciation and spelling, and an evening class, was observed twice. The other teachers were observed teaching general English to group evening classes at five levels, from elementary to advanced.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comment

T23 Overall, the written and spoken models provided by teachers were appropriate and correct but in a few classes the learners would have benefited from more oral practice of new vocabulary and phrases.

T24 The content of lessons was appropriate to learners' levels and the course objectives. In some lessons suitable attention was paid to L1 interference and accurately anticipated problems. However, with one exception, no class profiles were included in the lesson plans to provide evidence that the learning needs and cultural backgrounds of the students had been taken into account.

T25 Lesson content and/or intended learning outcomes were clear to students and achieved through a coherent sequence of activities.

T26 A range of suitable teaching techniques was employed, including effective elicitation, prompting and checking of understanding, and useful work on subskills such as pronunciation and spelling. There were good examples of students testing each other and practising new language in pairs.

T27 Effective use was made of coursebooks and the interactive screens although there were some missed opportunities, especially at lower levels, to explain new vocabulary efficiently using illustrations from the internet. Classroom management was generally satisfactory although in one or two classes students were sitting in rows which hampered student-student interaction.

T28 In a few lessons there was little evidence of teachers' raising their learners' awareness of their errors but in others some good peer and prompted self correction was observed, and learners were given appropriate encouragement and praise.

T29 Lessons included tasks and games to make learners aware of what they had achieved and there was suitable reference to work covered in previous lessons.

T30 In all lessons there was a positive learning atmosphere. Learners were interested and engaged in their lessons, enjoying the activities and working together well.

Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from good to satisfactory, with the majority of segments seen being satisfactory. Teachers demonstrated a sound knowledge of linguistic systems and provided accurate models that matched their learners' levels. Most lesson plans were not accompanied by class profiles to show that individual learners' needs had been taken into account. Nevertheless, the content of lessons was appropriate, and a range of teaching techniques was used to practise the target language. Learners were given effective feedback on their performance and were made aware of their progress. Teachers generally managed their classes well and students were interested and engaged in their lessons.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Not met
W8 Students have access to adequate health care provision.	Met

Comments

W1 There are effective measures in place to ensure the safety and security of students on college premises, and for those opting to live in the residence. The measures include up-to-date risk assessments, doors with coded key-pad entry systems, regular fire drills, and good first aid provision. A member of staff is on duty to supervise the premises two evenings per week when evening classes take place.

W2 At the time of the inspection, the college emergency response plan did not include procedures to deal with any emergencies that might happen on school premises. The information was added immediately following the inspection and this is no longer a point to be addressed.

W3 Provision for pastoral care is very good. Students have access to the welfare officer and to a qualified student counsellor; at the residence an on-site warden welcomes students and is available for welfare support throughout the year.

W7 At the time of inspection the student handbook did not contain information about personal safety and the care of valuables or compliance with the law. Much of the information was written in complex language too difficult for lower-level students to understand. The missing information was added and the language simplified immediately following the inspection and this is no longer a point to be addressed.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

W13 Procedures for dealing with any problems are very effective. The residence warden works closely with the accommodation officer and any issues raised by students are dealt with promptly and efficiently and are logged for reference. The cleaning company deals with minor maintenance issues and an external contractor is brought in when required.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities

	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W26 Measures for ensuring the safety of students on activities are appropriate and include good first aid provision and risk assessments which are signed by the activity leader and reviewed subsequently. At the time of the inspection the risk assessments did not include sufficiently clear guidelines on how to respond to situations where

students are at risk. Guidelines were added to all risk assessments immediately following the inspection and this is no longer a point to be addressed.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	30 April – 1 May 2019
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Higher national certificate (HNC) and diploma (HND) levels 4 & 5 BTECs in business studies.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1985
Ownership	Oxford Business College, company number 05995060
Other accreditation/inspection	QAA

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

Student profile	At inspection	In peak week: April (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	2	2
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	34	34
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	36	36

Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	5 weeks	5 weeks
Adult programmes: predominant nationalities	Brazilian, Spanish, Italian	Brazilian, Spanish, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	6
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The academic manager was not scheduled to teach during the week of the inspection but was available for cover.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		

Staying with own family	2	N/a
Staying in privately rented rooms/flats	34	N/a
Overall totals adults/under 18s	36	N/a
Overall total adults + under 18s	36	